

GRADE  
SEVEN

# SOCIAL STUDIES



## GRADE LEVEL CONTENT EXPECTATIONS



### The Eastern Hemisphere

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## Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

The performance statements contained in this document represent the work of classroom teachers, curriculum specialists, academicians, and the Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments for the next several years. They by no means represent an entire "curriculum" of learning social studies, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional educators.

The **DRAFT Grade Level Content Expectations (GLCE)** that you will see in this document are being distributed for the purposes of review and comment only. It would be premature to make any curricular or material selection decisions based on its contents. When the review period concludes, final changes will be made. The GLCE for Social Studies will then be presented to the State Board of Education for their approval. Following the approval of the State Board of Education, the revised GLCE will be made available for your use.

### Social Studies

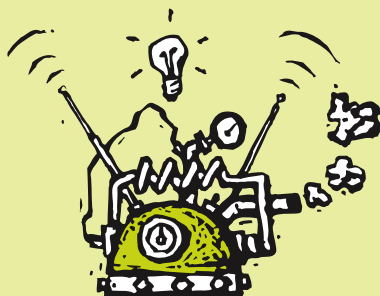
Social studies is the integrated study of the social sciences to prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Civic efficacy is the readiness and willingness to assume citizenship responsibilities and to make informed and reasoned decisions for the public good as citizens of a pluralistic, democratic society in an interdependent world.

The social studies curriculum for any grade level should be designed to assist students in making continuous progress toward meeting the standards for social studies contained in the Michigan Curriculum Framework. All the standards are pursued at every grade level of the curriculum from kindergarten to graduation. The Content Standards and Benchmarks represent the full scope of the social studies curriculum. The GLCE for each grade are established to designate clearly what students are expected to know by the end of the grade or course. The language of the GLCE is the language of the benchmarks for social studies included in the Michigan Curriculum Framework. You should recognize the GLCE as a direct reflection of the work social studies educators have undertaken since the adoption of the Michigan Curriculum Framework benchmarks for social studies in 1995.

### Grade Seven—The Eastern Hemisphere

The context of the social studies curriculum for Grade Six is "**The Eastern Hemisphere.**" An integrated approach to creating learning opportunities within the disciplines of history, geography, civics, economics, inquiry and decision making should be used. To be most effective, the study of social studies should integrate the subjects of reading, writing, mathematics, science, and the arts.

#### Share Your Ideas



*The **Social Studies Grade Level Content Expectations** are in the development phase. Put on your thinking caps and tell us what you think of the work in progress.*

**Send your review comments to:**

**Michigan Department of Education  
Office of School Improvement  
[www.michigan.gov/glce](http://www.michigan.gov/glce)**



## HISTORY

*By the end of Grade Seven each student will be able to:*

1. trace the historical origins of a contemporary problem in the Eastern Hemisphere. **I.1.MS.3**
2. identify the responses of individuals to historic violations of human dignity involving discrimination, persecution or crimes against humanity in the Eastern Hemisphere. **I.4.MS.3**



## GEOGRAPHY

*By the end of Grade Seven each student will be able to:*

3. describe and compare characteristics of Eastern Hemisphere cultures, including language, religion, belief systems, and traditions. **II.1.MS.2**
4. describe the consequences of human/environment interactions in several different types of environments within the Eastern Hemisphere. **II.2.MS.5**
5. locate and describe major cultural, economic, political and environmental regions of the Eastern Hemisphere. **II.4.MS.2**
6. explain why people live and work as they do in different regions of the Eastern Hemisphere. **II.1.MS.3**
7. describe the major economic and political connections between the United States and countries in the Eastern Hemisphere and explain their causes and consequences. **II.3.MS.4**



## CIVICS AND GOVERNMENT

*By the end of Grade Seven each student will be able to:*

8. compare the representative democracy of the United States with other forms of government in the Eastern Hemisphere. **III.1.MS.2**
9. describe the purposes and functions of major international organizations. **III.5.MS.1**
10. describe the means used by the United States to resolve international conflicts in the Eastern Hemisphere. **III.5.MS.2**



## ECONOMICS

*By the end of Grade Seven each student will be able to:*

11. describe how economic systems in the Eastern Hemisphere address the problem of scarcity. **IV.1.MS.1**
12. describe the roles of various economic institutions such as governments, business firms, labor unions, banks, and households that make up economic systems in the Eastern Hemisphere. **IV.4.MS.2**
13. describe the effects of current public policy on businesses in the Eastern Hemisphere. **IV.2.MS.3**
14. identify the current and potential contributions of regions in the Eastern Hemisphere to world trade. **IV.5.MS.1**



## INQUIRY AND DECISION MAKING

*By the end of Grade Seven each student will be able to:*

15. interpret social science information about the countries of the Eastern Hemisphere from a variety of sources. **V.1.MS.3**
16. explain how culture and experience shape positions that people take on an issue. **VI.1.MS.3**
17. compose persuasive essays expressing decisions on national and international public policy issues. **VI.3.MS.1**



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